What is Response to Intervention (RTI)?

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National Center on Response to
Intervention

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Defining RTI

Response to intervention (RTI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavioral problems.

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Defining RTI

With RTI, schools use data to identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities or other disabilities.

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RTI as a Prevention Framework

- RTI is a multi-level prevention framework aimed at improving outcomes for ALL students.
- RTI is preventative and provides immediate academic and behavior support to students who are at risk for academic failure.
- RTI may be a *component* of a comprehensive evaluation for students with learning disabilities.

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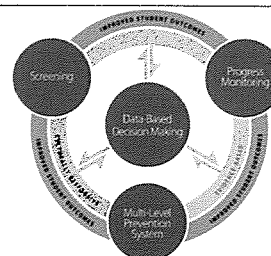## Essential RTI Components

- School-wide, Multi-level Instructional System for Preventing School Failure
  - Primary
  - Secondary
  - Tertiary
- Screening
- Progress Monitoring
- Data-Based Decision Making for:
  - Instruction
  - Movement within the multi-level system
  - Disability identification (in accordance with state law)

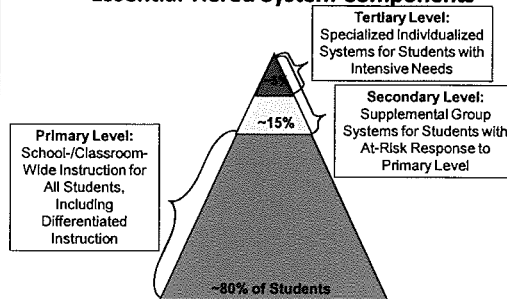National Center on
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Essential Components of RTI

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SCHOOL-WIDE, MULTI-LEVEL INSTRUCTIONAL SYSTEM TO PREVENT SCHOOL FAILURE

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Essential Tiered System Components

Tertiary Level: Specialized Individualized Systems for Students with Intensive Needs

Secondary Level: Supplemental Group Systems for Students with At-Risk Response to Primary Level

Primary Level: School-/Classroom-Wide Instruction for All Students, Including Differentiated Instruction

~15%

~80% of Students

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Primary Level Prevention

- FOCUS: all students
- INSTRUCTION: core curriculum and instructional practices that are research-based; incorporates differentiated learning activities
- SETTING: typically delivered in general education classroom
- ASSESSMENTS: screening, continuous progress monitoring, and outcome measures

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Secondary Level Prevention

- FOCUS: students identified through screening as at-risk for academic failure
- INSTRUCTION: clearly articulated, validated intervention that is evidence-based; supplemental, adult-led small group instruction; minimum of 60 minutes per week for 8 weeks
- SETTING: delivered in general education classroom or other general education location within the school
- ASSESSMENTS: progress monitoring; diagnostic, if necessary

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Tertiary Level Instruction

- FOCUS: students who have not responded to primary or secondary level instruction
- INSTRUCTION: clearly articulated, validated intervention that is evidence-based; intensive, adult-led instruction delivered in very small groups or individually; minimum of 60 minutes per week for 8 weeks
- SETTING: delivered in appropriate educational settings within the school
- ASSESSMENTS: progress monitoring, diagnostic

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Changing the Intensity and Nature on Interventions

- Duration
- Frequency
- Interventionist
- Group size
- Intervention

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Essential Components of RTI

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SCREENING

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Screening

- PURPOSE: identify students who are at risk of academic failure
- FOCUS: conducted for all students
- TOOLS: involves brief assessments that are valid, reliable, and evidence-based
- TIMEFRAME: administered more than 1x per year (e.g., Fall, Winter, Spring)

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Screening

Answers the questions:

- Is our core curriculum working?
- Is instruction effective?
- Which students need of additional assessment and interventions ?

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NCRTI Screening Tools Chart

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Essential Components of RTI

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PROGRESS MONITORING

Progress Monitoring

- PURPOSE: monitors student response to primary, secondary, or tertiary levels of prevention
- FOCUS: students identified as at risk for poor learning outcomes
- TOOLS: involves brief assessments that are valid, reliable, and evidence-based
- TIMEFRAME: students are assessed at regular intervals (e.g., at least monthly)

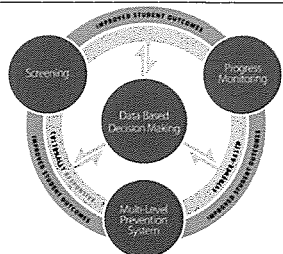## Progress Monitoring

Answers the questions:

- Are students meeting short- and long-term performance goals?
- Are students making progress at an acceptable rate?
- Does the instruction or intervention needed to be adjusted or changed?

NCRTI Progress Monitoring Tools Chart

www.rti4success.org

Essential Components of RTI

DATA-BASED DECISION MAKING

Data-Based Decision Making: The Basics

- Data analysis at all levels of RTI implementation (e.g., state, district, school, grade level)
- Established routines and procedures for making decisions
- Explicit decision rules for assessing student progress (e.g., state and district benchmarks, level and/or rate)

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Data-Based Decision Making: Types of Decisions

- Instruction
- Movement within the multi-level system
- Disability identification (in accordance with state law)

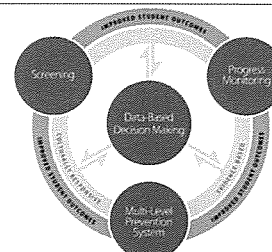National Center on Response to Intervention

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Data-based Decision Making: Learning Disability Eligibility

To ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or math, the group must consider, as part of the evaluation described in 34 CFR 300.304 through 300.306:

- Data that demonstrate that prior to, or as a part of, the referral process, the child was provided appropriate instruction in regular education settings, delivered by qualified personnel; and
- Data-based documentation of repeated assessments of achievement at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child's parents.

(www.idea.ed.gov)

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Essential Components of RTI

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Implementing the RTI Framework

- Select and implement evidence-based practices and procedures
- Implement essential components and identified framework with integrity
- Ensure cultural, linguistic, and socioeconomic factors students bring to the classroom are reflected in the RTI framework and its components

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Need More Information?

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RTI Action Network
www.rtinetwork.org

IDEA Partnership
www.ideapartnership.org

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Questions?

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